



ARIZONA DEPARTMENT OF EDUCATION
Tom Horne, Superintendent of Public Instruction

LOCAL DIRECTORS MEETING

December 8, 2006

8:30 am – 1:00 pm

Introduction and Welcome

**Barbara Border
Milton Ericksen**

Announcements

Assessment System Components

- **Online System**
- **Consortium Contribution**

**Barbara Border
Pitsco
VTECS**

Review of Perkins Work to Date

Helen Bootsma

BREAK

Revisiting Nov 8, 2006, Questions

CTE Management Team

A – E Room – Culinary Main North
F – M Room – Culinary Main South
N – Sa Room – Culinary Breakout East
Sc – Y Room – Culinary Breakout West

Eligible Recipient New Discussion Questions

CTE Management Team

A – E Room – Culinary Main North
F – M Room – Culinary Main South
N – Sa Room – Culinary Breakout East
Sc – Y Room – Culinary Breakout West

ADJOURN

Conversation with Pitsco and VTECS

Revisiting November 8, 2006 Questions

8. Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)] and [State Plan Guide IV A 6]
- A. In Year 1, what process should be used to request a local adjusted level of performance?
 - B. What is the timeline for the above activity?
 - C. What evidence will be provided by the LEA showing that there is a need for a local adjusted level of performance vs. using the State adjusted level of performance?
 - D. How will the SEA and LEA work together to negotiate local adjusted levels of performance that are objective, quantifiable and measurable?
 - E. How will the SEA and LEA work together to establish continual improvement?
 - F. What evidence will the LEA provide to support the need for the local adjusted level of performance? (e.g., student needs, geographical location, demographics, etc.)
 - G. How long should the agreement remain in effect? (i.e., one year, two years, until the LEA reaches 90% of the agreed-upon performance level, etc.)
9. Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec.113(b)(4)(A)(vi)] [State Plan Guide IV A 7]
- A. What evidence will the LEA provide to support a claim of "unanticipated circumstances?"
 - B. How will the LEA work to rectify the "unanticipated circumstances" so that it will be able to comply with previously-established local or State performance measures?
 - C. How long should the LEA be allowed to function under the re-negotiated local levels of performance?
10. Describe how districts will annually evaluate the effectiveness of CTE programs, and describe, to the extent practicable, how evaluation is coordinated with other Federal programs to ensure non-duplication. [Sec.122(c)(8)] [State Plan Guide IV A 10]
- A. In the annual evaluation of CTE programs, what elements will be examined?
 - B. What quantifiable evidence will each LEA provide to the SEA to show how their CTE programs are being evaluated?
 - C. How will each LEA communicate to the SEA the coordination activities with other Federal programs?
 - D. What timeline will be used for annual program evaluation?
 - E. What are the consequences of failing to submit evidence of an annual program evaluation?
 - F. How will the LEA use the annual program evaluation to implement improvements?

CTE Perkins Discussion with Eligible Secondary Recipients, December 8, 2006

1. How ADE, in consultation with eligible recipients, will develop and implement career and technical programs. [State Plan Guide, II A 2 (b)]
 - What are the criteria that should exist for CTE program development at the local level?
 - How should ADE and eligible recipients better collaborate to implement local programs?
2. Describe what ADE could do to develop, improve, and expand access to appropriate technology in secondary and postsecondary career and technical education programs. [State Plan Guide, II A 2 (e)]
 - Provide suggestions to expand access to innovative technology.
3. Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma. [State Plan Guide, II A 2 (g)]
 - How should eligible recipients better serve special populations?
4. Describe how funds will be used to improve or develop new career and technical education courses — [State Plan Guide, II A 2 (i)]
 - i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
 - How should funds be directed to align CTE programs with academics?
 - iii. That lead to employment in high-skill, high-wage, or high-demand occupations;
 - How should funds be directed to CTE programs aligned with these occupations?
5. Describe how ADE should report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)] [State Plan Guide, II A 2 (l)]
 - Which reporting methods should ADE use to collect this information?

6. Describe how ADE should provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)] [State Plan Guide, II A 8]
 - Describe the ideal delivery of technical assistance.
7. Recommend ADE program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations— [State Plan Guide, III A 1]
 - (a) Will be provided with equal access to activities assisted under the Act.
 - (b) Will not be discriminated against on the basis of their status as members of special populations; and
 - (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]
8. Describe how ADE should enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)] [State Plan Guide, IV A 8]
 - This is a new option.
 - How can ADE clearly communicate the process and criteria regarding this option to eligible recipients?
9. Describe procedures ADE should use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by ADE. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)] [State Plan Guide, IV A 1]
 - Considerable work has been done over the last several years on consistent definitions and approaches. OVAE is expected to give guidance on the use of the Data Quality Institute work to date in early January.
 - Current definitions are on separate meeting handout.
10. Describe how ADE should report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how ADE should ensure that the data reported to it from local educational agencies and eligible institutions, and the data that ADE reports to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205] [State Plan Guide, IV A 8]
 - Describe how ADE should help eligible recipients ensure reporting of complete, accurate and reliable data.

11. Describe the competitive basis or formula ADE should use to award grants to Tech Prep consortia. [Sec. 203(a)(1)] [State Plan Guide, VI A 1]

- If Tech Prep grants are awarded on a competitive basis, which criteria should be used?
- If Tech Prep grants are awarded on a formula basis, which criteria should be used?
- If Tech Prep grants are awarded on a combination of competitive plus formula bases, which criteria should be used?
- Which of the following is the most efficient for Arizona? Why?
 - Competitive
 - Formula
 - Competitive plus formula

12. Local Plan: Describe the components of the local application or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act. [State Plan Guide, II B 1]
The components must describe how the eligible recipient will:

- | | |
|---|--|
| 1. Strengthen academic and CTE skills for both secondary and postsecondary levels, in addition to providing professional development. | 6. Provide CTE programs that are of sufficient size, scope, and quality to improve CTE programs generally. |
| 2. Meet State and Local Adjusted Levels of Performance. | 7. Evaluate and continuously improve CTE program performance. |
| 3. a. Offer not less than one CTE program of study.
b. Improve academic and CTE skills.
c. Provide understanding of all aspects of an industry.
d. Deliver rigorous academic standards.
e. Encourage CTE students to enroll in rigorous core academic subjects. | 8. a. Identify and adopt strategies to overcome barriers for special populations.
b. Assist special populations to meet CTE performance measures.
c. Prepare special populations for self-sufficient living. |
| 4. Provide CTE teachers and staff with professional development that promotes integration of rigorous and coherent academic and CTE content. | 9. Prevent discrimination against special populations. |
| 5. Involve all CTE stakeholders in the development, implementation, and evaluation of CTE programs. | 10. Promote preparation for non-traditional occupations. |
| | 11. Provide career guidance and academic counseling for CTE students linked to future opportunities. |
| | 12. Improve CTE teacher and staff recruitment and retention, including transition to teaching from business and industry. |

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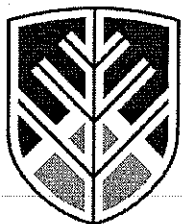


**... a management system for
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December 7, 2006

Dear CTE Director and CTE Faculty:

The NAU CTE program offerings now include more courses than in years past. Both graduate and undergraduate degrees are offered. Registration for Winter 06 and Spring 07 sessions is now underway. All of the courses are web-delivered. Spring has new sessions: Full Session, Session I-7 week, Session II-7 week.

Winter 06 (www.nau.edu/winter) December 18, 2006 to January 12, 2007

Registration #	Course #	Course Name	Notes
1032	CTE 291	Laboratory Mgt	Meets Facility Safety
1033	CTE 576	Coordinating Coop in CTE	Meets Coop Endorsement
1035	CTE 591	History and Philosophy	Meets Philosophy of CTE
1049	CTE 589	Methods of CTE*	*Allowed for those teaching out of content and obtaining CTE endorsement (Permission Req'd)

Spring 07 (www4.nau.edu/cte) January 16, 2007 to May 15, 2007

5437	CTE 300	Introduction to CTE	Covers the new delivery system
6195	CTE 355	Computer Apps in CTE	Instructional Technology
5443	CTE 465	Methods of CTE	Meets Methods (not for Ag.)
6200	CTE 595	CTE Program and Stud. Eval	Evaluation of CTE / Curr. Design
5447	CTE 690	Personnel Management	Classroom Management
5450	CTE 691	Research in CTE	Research and philosophy
6201	CTE 692	Instructional Management	Graduate methods/foundations

Spring 07 (www4.nau.edu/cte) January 16, 2007 to March 2, 2007

6541	CTE 433	Prog and Curricular Planning	Curriculum development
6542	CTE 496	CTE Student Organization	CTSO planning, setup, and deliv.
6543	CTE 561	Facility Design	Facility design and safety
6544	CTE 592	Prog Plan & Curr Dev't.	Prog and Curriculum Devt.

Spring 07 (www4.nau.edu/cte) March 16, 2007 to May 11, 2007

6540	CTE 301	Integration of Teaching & Learning Curriculum & Design	
6702	CTE 599	Cont. Dev't: Foundations of CTE	Philosophy of CTE & Curriculum Design

- NAU now offers a monthly payment plan for tuition payments. For more information go to the NAU Office of the Bursar www4.nau.edu/bursar/tpp.asp
- Trying to plan what is offered and want to know when a CTE course will be offered. Go to the Two-Year Planner page www4.nau.edu/cte/2yrplan.htm
- Trying to figure out what class meets ADE certification requirement on your certificate. Go to the ADE Cross Reference Page www4.nau.edu/cte/ADE_NAU_Course_xref.pdf
- Need Advising. Contact Dr. Michael Roberts by email at mike.roberts@nau.edu or call him at 928-523-9408. Or contact Nicole O'Grady by email at nicole.ogrady@nau.edu or call her by phone at 928-523-2560
- Do you want degree information? Need to find out how and where to register? Go to the CTE homepage at www4.nau.edu/cte

Perkins CTE Dialog Meetings Reports

Participants by Location

Date	Location	Invited Guests	Participants	Percentage
11/20/06	Lake Havasu Area	72	20	27
11/21/06	Tucson Area	57	31	54
11/27/06	Western Maricopa	95	21	22
11/27/06	Show Low Area	109	41	38
11/28/06	Yuma Area	44	20	45
12/05/06	Flagstaff Area	73	21	29
12/06/06	Benson Area	81	48	58
12/07/06	Eastern Maricopa	59	28	47
	Total	590	230	40

Participants by Stakeholder Groups

Categories	Total
Academic Teachers	15
CTE Teachers	31
School Administrators	29
Career Guidance & Academic Counselors	12
Secondary Eligible Recipients	18
Charter School Authorizers	4
CTSO Students	8
CTSO Parents	3
Postsecondary Eligible Recipients	20
Institutions of Higher Education	3
Tech Prep Consortia Representatives	14
Public Law 105 Section 111 List (Governor's Council on Workforce Policy Members)	1
Community Members & Organizations	13
Transition Coordinators (Special Populations)	9
Business & Industry Representatives	13
Representatives of Labor Organizations	2
Governor's Office	1
(Walk-ins)	34
Total:	230

NAU CTE Course Cross Reference for ADE Certification

Course Number	Course Name	Course Description	Principles and Philosophies of Career & Technical Education	Operation of a Career and Technical Student Organization	Methods of Teaching (all areas represented)	Curriculum Design/Teaching	Instructional Technology	Career and Technical Classroom Management	Laboratory Safety
CTE 291	Lab Management	Facility safety, planning, equipment layout and use, control of resources, instructional efficiency, and similar topics related to business, technology, and trade and industrial facilities	**						X
CTE 292	Accident Prevention	Development of the safety movement, background useful for handling problems and procedures of typical school, industrial, transportation, civil defense, and emergency safety programs	**						X
CTE 300	Comprehensive Career and Technical Education Programs	Explores the comprehensive career and technical education programs, competencies, sequencing finding, performance standards and data reporting	**	X		X			
CTE 301	Integration of Teaching and Learning (3)	Teaching and learning strategies in the career and technical education classroom including learning styles, cooperative learning, and total quality management				X	X		
CTE 330	Contemporary Career and Technical Education Programs	Examines principles and concepts of writing and research in career and technical education. This course meets the University Junior level writing requirement	**	X		X			
CTE 340*	Research and Development in Career and Technical Education	Study of the technological systems as they relate to their evolution and use and significance to societal needs					X		
CTE 350	Introduction to Career and Technical Education Enterprises	Appropriate classroom use of the computer in career and technical education					X		
CTE 355	Computer Applications for CTE Teachers	In-depth study of an aspect, concept, or problem related to classroom computer applications					X		
CTE 398	Advanced Computer Applications (1-3)	In-depth study of an aspect, concept, or problem				X			
CTE 399	Modular Learning Experience	Supervised field experience in an appropriate agency or organization		X					
CTE 408	Fieldwork Experience	Selection, design, and production of instructional media	**			X	X		
CTE 431	Presentation of Technical Material in Career and Technical Education	Methods of gathering and analyzing information necessary for establishing responsive comprehensive career and technical education programs	**			X			
CTE 433	Program and Curriculum Planning in Career and Technical Education	Examines philosophy and teaching methods, preparation and use of instructional material, and evaluation in Agriculture Ed., Business Ed., Family and Consumer Ed., Health Careers Ed., Industrial Technological Ed., and Marketing Ed.	**		X	X		X	
CTE 465	Methods of Career and Technical Education	Examines advanced principles and concepts of computer applications related to multimedia development and teaching. Emphasis on using a computer to design, develop, test, and analyze student-created learning and presentation applications				X	X		
CTE 486	Multimedia Development	The exploration, integration, and use of student organizations in comprehensive career and technical education programs	**	X					
CTE 496	Career and Technical Student Organizations	Examines recent trends and investigations in a selected area of a particular major field of study		X	X	X	X	X	X
CTE 499	Contemporary Developments	Understanding the identification, assessment, counseling, and planning processes for special needs populations in career and technical education					X		
CTE 532	Special Needs Populations in Career and Technical Education	Identifies various elements of occupations and the work force for developing meaningful programs and courses					X		
CTE 560	Occupational and Work-Force Analysis	Design and layout of facilities to promote efficient instruction in career and technical education. Includes planning for equipment and other resources	**	X				X	X
CTE 561	Facilities Design	Responsibilities of the coordinator, techniques in selection and improvement of training stations and relations with training sponsors					X		
CTE 576*	Coordinating Cooperative Programs in Career and Technical Education	Recruitment and admission of students, provision of systematic guidance, and placement and follow-up services for effective career and technical education programs	**	X	X	X	X	X	X
CTE 583	Career and Technical Student Services	Matched undergraduate description. Customizable for any CTE course. Meets	**	X		X	X	X	X
CTE 589	Content Enhancement for Teachers: CTE subcourse name	Historical and philosophical development of career and technical education	**	X					
CTE 591	History and Philosophy of Career and Technical Education								

mike.roberts@nau.edu
April 3, 2006

Northern Arizona University
<http://www4.nau.edu/cte>

nicole.snow@nau.edu
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Course Number	Course Name	Course Description	Principles and Philosophies of Career & Technical Education	Operation of a Career and Technical Student Organization	Methods of Teaching (all areas represented)	Curriculum Design/Teaching	Instructional Technology	Career and Technical Classroom Management	Laboratory Safety
CTE 592	Program Planning and Curriculum Development in Career and Technical Education	Program development, including courses of study, syllabi, lesson plans, teaching plans, instructional materials, and course evaluation	**			X			
CTE 593	Teacher Inservice Workshop	Typical instruction involving exchange of ideas, practical methods, skills, and principles. You may count up to 6 hours of 593 toward your graduate program. <i>Could be any area depending on class content. Must provide syllabus to ADE for evaluation</i>							
CTE 594	Career and Technical Guidance	Procedures for assisting individuals in choice, preparation, entrance and advancement in occupations	X						
CTE 595	Evaluation in Career and Technical Education	Process of evaluating career and technical education programs				X			
CTE 599	Contemporary Developments	Examines recent trends and investigations in a selected area of a particular major field of study. <i>Could be any area depending on class content. Must provide syllabus to ADE for evaluation</i>	X	X	X	X	X	X	X
CTE 608	Field Work Experience	Supervised field experience in an appropriate agency, organization, or situation							
CTE 670	Adult Learners	Planning for teaching and administering programs to meet the special needs of adult learners and overall community needs						X	
CTE 691	Research in Career and Technical Education	Understanding research in education and using research techniques. Problem identification, methodology, data collection, analysis, and reporting. Emphasizes research in career and technical education	**	X					
CTE 692	Instructional Management for Career and Technical Education	Instructional management of career and technical education programs through academic-vocational integration, total quality management, cooperative learning, the Arizona model for career and technical education, outcome-based education, and computer-delivered instruction	**		X	X		X	X
CTE 696	School and Community Relations in Career and Technical Education	Educator's role in promoting effective school-community relations through written and oral information and various ways to actively involve external and internal publics in the education system	**	X					

**This class also meets the Coop Endorsement requirement*

***Recommended courses for certification*

These classes **MAY** be accepted by ADE on a case-by-case basis. They will need additional information from the instructor on what work was completed in the course.

CTE 497	Independent Study	An individualized approach to selected topics by guided reading and critical evaluation							
CTE 503	Special Problems in Career and Technical Education	For specific needs of career and technical educators, individually and/or groups							
CTE 697	Independent Study	Individualized Study on selected topics							

Side-by-side Perkins Definitions

Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Concentrator	--a student who has earned 2 Carnegie Units in a program, one of which must be a Level III course (upper level)	<p>--a student who enrolls in a course or unit of instruction within a program after having earned 50% of the credits within that program</p> <ul style="list-style-type: none"> • <u>Determining Threshold Level for Different Numbers of Courses in Sequences.</u> Assuming that all courses/units have the same amount of content as measured by Carnegie Units or their equivalent: <ul style="list-style-type: none"> ○ <u>Two Course Sequence.</u> Students would be concentrators when they complete their first course and enroll in their second course ○ <u>Three Course Sequence.</u> Students would be concentrators when they complete their second course and enroll in their third course. ○ <u>Four Course Sequence.</u> Students would be concentrators when they complete their second course and enroll in their third course. ○ <u>Five Course Sequence.</u> Students would be concentrators when they complete their third course and enroll in their fourth course. 	<p>A student is reported after they have left school, so the definition of a concentrator will be:</p> <ul style="list-style-type: none"> • 2 out of 2 courses of a 2 Course Sequence will be on student's transcript • 3 out of 3 courses of a 3 Course Sequence will be on a student's transcript • 3 or 4 out of 4 courses of a 4 course sequence will be on a student's transcript
Completer	--a concentrator who has attained at least 80% of the competencies of that program or who passed a state adopted assessment for that program. A student must have left school as a graduate, expelled, unknown or dropout	-- A completer is a concentrator who has attained the career and technical skills in a state-recognized program or sequence (in the numerator for 1S2) <u>and</u> has attained a high school diploma (in the numerator for 2S1).	A Completer, using the new definition will not include students who did not graduate

Side-by-side Perkins Definitions

Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Academic Attainment—Reading/Language Arts 1S1 (Prior PM 1.1) 113(b)(2)(A)(i)	Academic Attainment—Reading	<u>Numerator:</u> Number of concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA. <u>Denominator:</u> Number of concentrators who took the assessment in reading/language arts and who have left secondary education.	SALP will be pre-populated by OVAE
Academic Attainment—Writing OS0 (Prior PM 1.2) (Not included in Perkins 2006.)	Academic Attainment—Writing	This measure is not included in the State Plan Guide	Arizona will decide whether to continue this measure
Academic Attainment—Math 1S2 (Prior PM 1.4) 113(b)(2)(A)(i)	Academic Attainment—Math	N. Number of concentrators who have met the proficient or advanced level on the statewide high school math assessment administered by the State under Section 1111(b)(3) of the ESEA. D. Number of concentrators who took the assessment in math and who have left secondary education.	SALP will be pre-populated by OVAE (NCLB Standards?)
Technical Skill Attainment 2S1(a) (Prior PM 1.3) 113(b)(2)(A)(ii)	N. Completers D. Concentrators who left school (W3, W4, W5 or W7)	N. Number of concentrators who have completed (earned credits) in all of the secondary courses or units of instruction within a state-recognized program or sequence and have left secondary education in the reporting year. D. Number of concentrators who have left secondary education in the reporting year.	2S1(b) will add to the numerator "and have met state-recognized career and technical standards by passing all state-recognized assessments in the program they completed and have left secondary education in the reporting year." *See notes.

Side-by-side Perkins Definitions

Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Secondary School Diploma 3S1 113(b)(2)(A)(iii)(I)	Currently not measured.	<p>N. Number of senior concentrators who have attained a high school diploma and have left secondary education in the reporting year. Excludes concentrators receiving GED's.</p> <p>D. Number of senior concentrators who have left secondary education in the reporting year. (W3, W4, W5, W7)</p> <p>This group should include both graduates and dropouts. States can exclude students who have transferred (W1) to other secondary schools and students not returning because of unusual circumstances (e.g., accidents, health)</p> <p>This measure includes students with disabilities receiving different diplomas based on state NCLB policy</p>	<p>GED recipients have not been included in Arizona in the past, so no change.</p> <p>Includes all W3 (Absence), W4 (Expelled/LT Suspension), W5 (Dropout), and W7 (Graduated).</p>
Diploma or Other Credential 3S3 113(b)(2)(A)(iii)(II I)	Currently not measured.	Under development by OVAE.	This is new and undefined as yet. It is included in Perkins 2006.
Student Graduation Rates 4S1 (Prior PM 2.1) 113(b)(2)(A)(iv)	<p>N. Number of senior concentrators who have attained a high school diploma and have left secondary education in the reporting year.</p> <p>D. Number of senior concentrators who have left secondary education in the reporting year.</p>	<p>N. Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook.</p> <p>D. Number of concentrators who have left secondary education in the reporting year.</p>	SALP will be pre-populated by OVAE
Placement 5S1 (Prior PM 3.1) 113(b)(2)(A)(v)	<p>N. Number of completers who were in postsecondary education, employment, and/or military service 9 months after leaving secondary education</p> <p>D. Number of Completers who left school in the prior year</p>	Number of completers who were in postsecondary education, employment, and/or military service in the 2 nd quarter (October-December) after leaving secondary education during the reporting year	Placement surveys will be finished by December 31 following graduation. ADE is exploring electronic data matching.

Side-by-side Perkins Definitions

Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Nontraditional Participation 6S1 (Prior PM 4.1/4.2) 113(b)(2)(A)(vi)	N. Nontraditional students enrolled (NT identified by AZ) D. Total Enrollment in nontraditional program (NT identified by AZ)	NT Participation	Use of a standardized national crosswalk to identify nontraditional programs/occupations will be used
Nontraditional Completion 6S2 (Prior PM 4.3/4.4) 113(b)(2)(A)(vi)	N. Nontraditional completers (NT identified by AZ) D. Total completers in nontraditional program (NT identified by AZ)	NT Completion	Use of a standardized national crosswalk to identify nontraditional programs/occupations will be used

Performance Measure	06-07 SALP	Transition Plan SALP
1S1 Reading (1.1)	65.92%	Will be pre-populated with NCLB Standards. According to Dr. Robert Franciosi, Arizona level for 2007-08 is 35.8%.
1S2 Math (1.4)	40.32%	Will be pre-populated with NCLB Standards. According to Dr. Robert Franciosi, Arizona level for 2007-08 is 25%.
2S1 Completer (1.3)	61.39%	
3S1 Secondary School Diploma	N/A	
4S1 Graduates (2.1)	95.00%	Will be pre-populated with NCLB Standards. According to Dr. Robert Franciosi, Arizona level for 2007-08 is 71%.
5S1 Placement (3.1)	69.69%	
6S1 Nontraditional Enrollment (4.1/4/2)	22.79%	
6S2 Nontraditional Completers (4.3/4.4)	24.31%	

Side-by-side Perkins Definitions

Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Concentrator	--a student who has earned 2 Carnegie Units in a program, one of which must be a Level III course (upper level)	<p>--a student who enrolls in a course or unit of instruction within a program after having earned 50% of the credits within that program</p> <ul style="list-style-type: none"> • <u>Determining Threshold Level for Different Numbers of Courses in Sequences.</u> Assuming that all courses/units have the same amount of content as measured by Carnegie Units or their equivalent: <ul style="list-style-type: none"> ○ <u>Two Course Sequence.</u> Students would be concentrators when they complete their first course and enroll in their second course ○ <u>Three Course Sequence.</u> Students would be concentrators when they complete their second course and enroll in their third course. ○ <u>Four Course Sequence.</u> Students would be concentrators when they complete their second course and enroll in their third course. ○ <u>Five Course Sequence.</u> Students would be concentrators when they complete their third course and enroll in their fourth course. 	<p>A student is reported after they have left school, so the definition of a concentrator will be:</p> <ul style="list-style-type: none"> • 2 out of 2 courses of a 2 Course Sequence will be on student's transcript • 3 out of 3 courses of a 3 Course Sequence will be on a student's transcript • 3 or 4 out of 4 courses of a 4 course sequence will be on a student's transcript
Completer	--a concentrator who has attained at least 80% of the competencies of that program or who passed a state adopted assessment for that program. A student must have left school as a graduate, expelled, unknown or dropout	-- A completer is a concentrator who has attained the career and technical skills in a state-recognized program or sequence (in the numerator for 1S2) <u>and</u> has attained a high school diploma (in the numerator for 2S1).	A Completer, using the new definition will not include students who did not graduate

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Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Academic Attainment—Reading/Language Arts 1S1 (Prior PM 1.1) 113(b)(2)(A)(i)	Academic Attainment—Reading	<u>Numerator:</u> Number of concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA. <u>Denominator:</u> Number of concentrators who took the assessment in reading/language arts and who have left secondary education.	SALP will be pre-populated by OVAE
Academic Attainment—Writing OS0 (Prior PM 1.2) (Not included in Perkins 2006.)	Academic Attainment—Writing	This measure is not included in the State Plan Guide	Arizona will decide whether to continue this measure
Academic Attainment—Math 1S2 (Prior PM 1.4) 113(b)(2)(A)(i)	Academic Attainment—Math	N. Number of concentrators who have met the proficient or advanced level on the statewide high school math assessment administered by the State under Section 1111(b)(3) of the ESEA. D. Number of concentrators who took the assessment in math and who have left secondary education.	SALP will be pre-populated by OVAE (NCLB Standards?)
Technical Skill Attainment 2S1(a) (Prior PM 1.3) 113(b)(2)(A)(ii)	N. Completers D. Concentrators who left school (W3, W4, W5 or W7)	N. Number of concentrators who have completed (earned credits) in all of the secondary courses or units of instruction within a state-recognized program or sequence and have left secondary education in the reporting year. D. Number of concentrators who have left secondary education in the reporting year.	2S1(b) will add to the numerator "and have met state-recognized career and technical standards by passing all state-recognized assessments in the program they completed and have left secondary education in the reporting year." *See notes.

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Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Secondary School Diploma 3S1 113(b)(2)(A)(iii)(I)	Currently not measured.	<p>N. Number of senior concentrators who have attained a high school diploma and have left secondary education in the reporting year. Excludes concentrators receiving GED's.</p> <p>D. Number of senior concentrators who have left secondary education in the reporting year. (W3, W4, W5, W7)</p> <p>This group should include both graduates and dropouts. States can exclude students who have transferred (W1) to other secondary schools and students not returning because of unusual circumstances (e.g., accidents, health)</p> <p>This measure includes students with disabilities receiving different diplomas based on state NCLB policy</p>	<p>GED recipients have not been included in Arizona in the past, so no change.</p> <p>Includes all W3 (Absence), W4 (Expelled/LT Suspension), W5 (Dropout), and W7 (Graduated).</p>
Diploma or Other Credential 3S3 113(b)(2)(A)(iii)(II I)	Currently not measured.	Under development by OVAE.	This is new and undefined as yet. It is included in Perkins 2006.
Student Graduation Rates 4S1 (Prior PM 2.1) 113(b)(2)(A)(iv)	<p>N. Number of senior concentrators who have attained a high school diploma and have left secondary education in the reporting year.</p> <p>D. Number of senior concentrators who have left secondary education in the reporting year.</p>	<p>N. Number of concentrators reported as graduated using your State's approved calculation for graduation rate as defined in your State's ESEA accountability workbook.</p> <p>D. Number of concentrators who have left secondary education in the reporting year.</p>	SALP will be pre-populated by OVAE
Placement 5S1 (Prior PM 3.1) 113(b)(2)(A)(v)	<p>N. Number of completers who were in postsecondary education, employment, and/or military service 9 months after leaving secondary education</p> <p>D. Number of Completers who left school in the prior year</p>	Number of completers who were in postsecondary education, employment, and/or military service in the 2 nd quarter (October-December) after leaving secondary education during the reporting year	Placement surveys will be finished by December 31 following graduation. ADE is exploring electronic data matching.

Side-by-side Perkins Definitions

Term/Performance Measure	Arizona Current Definitions	Proposed Definitions for 07-08	What this means to Arizona
Nontraditional Participation 6S1 (Prior PM 4.1/4.2) 113(b)(2)(A)(vi)	N. Nontraditional students enrolled (NT identified by AZ) D. Total Enrollment in nontraditional program (NT identified by AZ)	NT Participation	Use of a standardized national crosswalk to identify nontraditional programs/occupations will be used
Nontraditional Completion 6S2 (Prior PM 4.3/4.4) 113(b)(2)(A)(vi)	N. Nontraditional completers (NT identified by AZ) D. Total completers in nontraditional program (NT identified by AZ)	NT Completion	Use of a standardized national crosswalk to identify nontraditional programs/occupations will be used

Performance Measure	06-07 SALP	Transition Plan SALP
1S1 Reading (1.1)	65.92%	Will be pre-populated with NCLB Standards. According to Dr. Robert Franciosi, Arizona level for 2007-08 is 35.8%.
1S2 Math (1.4)	40.32%	Will be pre-populated with NCLB Standards. According to Dr. Robert Franciosi, Arizona level for 2007-08 is 25%.
2S1 Completer (1.3)	61.39%	
3S1 Secondary School Diploma	N/A	
4S1 Graduates (2.1)	95.00%	Will be pre-populated with NCLB Standards. According to Dr. Robert Franciosi, Arizona level for 2007-08 is 71%.
5S1 Placement (3.1)	69.69%	
6S1 Nontraditional Enrollment (4.1/4/2)	22.79%	
6S2 Nontraditional Completers (4.3/4.4)	24.31%	

Side-by-side Perkins Definitions

Recommended Implementation Timetable for 2S1 Measure

The first measure 2S1(a) should be used starting in the first year after the transition year. States should establish baseline for this measure during the transition year. States should be given the option of adding the second measure 2S1(b) as soon as they have state-recognized standards and assessment systems for all programs meeting national CTE guidelines, but no later than the final year of the new Perkins legislation.

- Current Year (2006-2007)---OVAE and states finalize measures and guidelines and launch pilot project for establishing state-recognized valid and reliable assessment systems with states with existing statewide assessment systems and states without these systems.
- Transition Year (2007-2008)---States develop and report baseline data for 2S1(a) and begin establishing state-recognized validated standards for all programs to be completed no later than Year 1. States are given the option to also establish baseline for 2S1(b) if they have assessment systems in place meeting national guidelines.
- Year 1 (2008-2009)---States complete the process of establishing state-recognized standards for all programs and become involved in the OVAE-State pilot project on assessment by pilot-testing the national CTE guidelines for at least one program area. OVAE and states finalized CTE guidelines.
- Year 2 (2009-2010)---States recognize assessment systems for at least 25 percent of their programs including the program areas involved in the pilot project.
- Year 3 (2010-2011)---States recognize assessment systems for 50 percent of their programs
- Year 4---(2011-2012)--States recognize assessment systems for 75 percent of their programs
- Year 5---(2012-2013)-- States recognize assessment systems for 75 percent of their programs
- Year 6 (2013-20014)---States report baseline performance on 2S1(b) using assessment data from state-recognized assessment systems as the basis for starting new legislation or extending existing legislation.

DR

VTECS DIRECT™ 5.0

VTECS DIRECT™ 5.0 is an exciting breakthrough upgrade and expansion of VTECS' classic occupational analysis information management software system! VTECS DIRECT™ 5.0 has a fresh, new look, with added usability and versatility. Many new features have been added to provide a multifaceted system for management of Career Cluster information in addition to traditional occupational analysis data. Among the many new features and functions is a sophisticated test generation engine!

VTECS DIRECT™ 5.0 Assists you in:

- organizing technical courses and programs,
- identifying tools, equipment, and materials for technical instruction,
- revising program curriculum,
- identifying academic requirements for specific occupations,
- articulating skills between the secondary and post-secondary levels,
- developing strategies and instruments to assess student knowledge and performance.



VTECS DIRECT™ 5.0 and Career Clusters

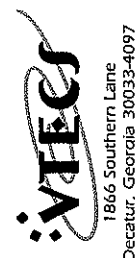
Career Clusters provide a way for schools to organize instruction and student experiences around sixteen broad categories that encompass virtually every occupation from entry level through professional level. Knowledge and Skill statements that include performance elements and measurement criteria have been developed for both Foundations and Pathways for each of the sixteen clusters. VTECS DIRECT 5.0 provides a computer-based system for accessing, customizing, managing and manipulating this wealth of information!

System Recommendations

Microsoft® Windows® 2000, XP
Pentium III
128 MB RAM
Internet Explorer 5.5 or newer
100 MB of available hard-disk space
CD-ROM drive

VTECS DIRECT 5.0 runs stand-alone or on a local area network.

Please contact VTECS for pricing information.
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Presenting . . .



... a management system for
Career Cluster Information
-Foundations
-Pathways
-Specialties



A Consortium For Innovative Career and
Workforce Development Resources

VTECS DIRECT 5.0

New Features, Fresh Look

User Interface

- Create your own clusters and/or specialties and configure the information for your environment.
- View data in a tree diagram that clearly presents the interrelationships of the information.
- Assign contextual key words to data for context-relevant search results.
- Assign links to supporting information to any element at any level—the link may point to a file on your computer, another networked computer, or the Web.
- Customize information while maintaining original data's integrity.
- Generate assessment instruments using a sophisticated test generation engine.
- Enter your own taxonomy or use the VTECS Taxonomy of Performance Indicators (TAPI), the research tool included in VTECS DIRECT 5.0 for identifying related academic skills associated with specific occupations.
- Enter and edit data with writing tools that include such features as bold, italic, underline, bulleting, font size, font color, and paragraph justification (Rich Text Format).

Security

- Multiple user logins with user-defined passwords

Reports

- Save reports in Text, Word or Excel format where additional editing is unlimited.
- Create custom reports with true flexibility via Microsoft® Access.
- Send reports via e-mail directly from VTECS DIRECT 5.0.

Technical Environment

- VTECS DIRECT 5.0 data is stored using the Microsoft Database Engine (MSDE), a desktop version of the Enterprise database, Microsoft SQL Server 2000 (desktop license included).
- MSDE allows access to the data using the Microsoft® Access application.

Sample Screens

The screenshots illustrate the VTECS DIRECT 5.0 interface, showing a hierarchical tree of clusters and specialties, a detailed job profile for a Multimedia Designer/Animator/Developer, a test engine for generating assessments, a unit test for voice overs, and a duty/task list for specific occupations.